

# Chapter 1

## *The Study of Gender*

*Are Men Boring?*

— *Telegraph*, June 11, 2008

*Are You Calling Us Boring?*

— *Telegraph*, June 12, 2008

*Are Gender Stereotypes Boring?*

— *New Statesman*, June 28, 2008

### *Lecture Outline*

- A. The first two headline stories reported on a current skirmish in the “gender wars;” a woman contended that men are boring to women, and a man countered that women are the ones who are boring. These two views draw from the **essentialist view**, hypothesizing that gender differences are “hard-wired” into men and women, making them incompatible on some underlying level. The third headline expressed a view consistent with the biosocial view, which holds that gender roles are social and thus a great deal of flexibility is possible. The headline articles reflect the diversity of opinion on gender, both in psychology and in the broader culture. Views of gender differences include the **minimalist view**, which holds that few underlying differences exist between men and women, whereas the **maximalist position** holds that large differences exist.
- B. **HISTORY OF THE STUDY OF SEX DIFFERENCES IN PSYCHOLOGY** does not extend to the earliest years of psychology. The **structuralist** school ignored differences between women and men, and women were not participants in early psychology research.
  1. *The Study of Individual Differences* came about with the development of **functionalism**, which reflected the sexist views of society at that time. Most of these psychologists were men, but functionalist psychologist Leta Stetter Hollingworth argued against the intellectual inferiority of women. The rise of **behaviorism** resulted in a decrease of interest in sex differences, and the era of “womanless” psychology began during which women were not often psychologists or the subjects of psychological inquiry.
  2. **Psychoanalysis** and Freudian theory concentrated on sex differences, and the psychoanalytic view holds that women are inferior to men.
- B. **THE DEVELOPMENT OF WOMEN'S STUDIES** resulted from the feminist movement of the 1960s.
  1. *The History of Feminist Movements* dates back to the 19<sup>th</sup> century, when the first wave of feminism fought to get the right to vote for women. During the 1960s, the second wave of feminism developed into several varieties. *Liberal feminists* (also called *egalitarian feminists*) wanted to extend women's rights; *radical feminists* focused on the oppression of women; *cultural feminists* believe that women have a unique, valuable point of view.
  2. *Sex or Gender?* Researchers have used the term **sex differences** in studies that contrasted women and men, but some researchers have argued that the term carries implications of a biological basis for differences. **Gender** is an alternative term that

includes the traits and behaviors regarded by society as appropriate for men and women. Although these two terms should apply to different domains, no clear division of usage has yet emerged, and both terms continue in use.

3. *Women in Psychology* increased in number with the growth of the second wave of the feminist movement, when women entered many professions in increasing numbers. Women's entry into psychology and other fields in large numbers changed those fields, producing more research on women and decreasing the sexist bias in research. Female psychologists tried to found a division of the American Psychological Association for years before they succeeded with the establishment of Division 35, Psychology of Women (later changed to the Society for the Psychology of Women).

- C. *THE APPEARANCE OF THE MEN'S MOVEMENT* was prompted by the feminist movement. The changes in women's roles resulted in men examining their roles. Some men have concluded that the Male Gender Role has burdened them, and some men became profeminist, whereas others objected to the dissolution of traditional roles. Male psychologists interested in issues concerning men's roles succeeded in founding Division 51 of APA, the Society for the Psychological Study of Men and Masculinity, in 1995.
- D. *CONSIDERING DIVERSITY* has been a problem for the women in psychology, who devoted their energy to issues of sexism rather than racism. African American women sometimes felt that they had to choose between supporting their ethnic group or supporting women. During the 1980s, a more inclusive psychology became a priority for feminist psychologists.

**Multiple Choice Questions**

- d 1. Those who believe that the differences between men and women have a biological basis hold the \_\_\_\_\_ view.
- nurturance
  - naturalist
  - minimalist
  - essentialist
- c 2. The minimalist view holds that
- the differences between the genders are large.
  - the differences between the genders are due to biological factors.
  - the differences between the genders are small.
  - no gender-related differences exist.
  - both a and b
- a 3. The maximalist view holds that
- the differences between the sexes are large.
  - male superiority is biologically based.
  - the differences between the sexes are small.
  - no differences exist between women and men.
- a 4. Those who believe that the differences between the sexes are due to nature also tend to hold that
- differences between the sexes are biologically based.
  - differences between the sexes are based on social and cultural factors.
  - a mixture of biological and social factors creates differences.
  - genetic but not hormonal factors are the source of the differences.
- b 5. Those who believe that the differences between the sexes are due to nurture hold that
- differences between the sexes are biologically based.
  - differences between the sexes are based on social and cultural factors.
  - a mixture of biological and social factors creates differences.
  - genetic but not hormonal factors are the source of the differences.
- a 6. Those who believe that gender differences are due to biological factors advocate \_\_\_\_\_ as the basis for differences, whereas those who believe that these differences are due to social and cultural factors take the position that \_\_\_\_\_ is responsible.
- nature . . . . nurture
  - nature . . . hormonal inheritance
  - nurture . . . . nature
  - nurture . . . . individual learning
- d 7. Which of the following pairs represents views that are most similar and compatible?
- nature : nurture

- b. maximalist : minimalist
  - c. structuralism : behaviorism
  - d. essentialism : maximalism
- c 8. By placing gender into categories conceptualized as opposites,
  - a. stereotypical thinking about gender decreases.
  - b. people begin to consider the similarities between women and men.
  - c. the differences between the genders are magnified.
  - d. people begin to understand the underlying biological basis of gender-related differences.
- d 9. Exaggerations in gender-related differences tend to occur
  - a. in all cultures in very similar ways.
  - b. regardless of personal experience.
  - c. without forming stereotypes.
  - d. when people think of the genders in terms of opposites.
  - e. in all of the above situations.
- b 10. If three sexes existed, then
  - a. gender-identity confusion would increase.
  - b. the tendency to think of women and men as opposites might decrease.
  - c. gender stereotypes would be more influential than they are now.
  - d. sexual relationships would not allow adequate matings for population maintenance.
- c 11. Few early psychologists were women, mostly because
  - a. women did not have the intellectual ability to do the experiments that were the main work of early psychology.
  - b. few women of that era wanted to attend professional school.
  - c. few women were admitted to the programs that trained psychologists.
  - d. there were no programs in the United states that trained psychologists until the 1920s, and women were not allowed to travel to Europe.
- b 12. The structuralist school of psychology
  - a. emphasized gender as a factor in human thought.
  - b. ignored gender as a factor in human thought.
  - c. included both women and men as participants in psychological research.
  - d. both a and c
  - e. none of the above
- d 13. Structuralist psychology concentrated on \_\_\_\_\_ and \_\_\_\_\_ individual differences, such a gender-related differences.
  - a. individual performance . . . . emphasized
  - b. species-specific behavior . . . . ignored
  - c. test performance . . . . accepted
  - d. thought processes in adults . . . . ignored
- b 14. Early psychology did not concentrate on sex differences,

- a. but many women were among the students and researchers.
  - b. and the “generalized adult mind” that it studied was most often male.
  - c. but female psychologists brought the issue to the attention of male psychologists, resulting in a growing hostility to women in psychology.
  - d. and that trend continues in modern psychology.
- c 15. Individual differences, including gender differences, were of interest to which group of early psychologists?
- a. structuralists
  - b. mnemonists
  - c. functionalists
  - d. maximalists
- a 16. The functionalist school of psychology was influenced by
- a. Darwin’s theory of evolution and adaptation.
  - b. Skinner’s formulation of operant conditioning principles.
  - c. Freud’s theory of the unconscious.
  - d. Gibson’s formulation of structural boundaries.
- d 17. Functionalist psychologists conducted research that
- a. showed that women were intellectually equal to men.
  - b. showed that maternal instinct did not exist.
  - c. confirmed the societal view that nonwhites were equal to Whites in intelligence.
  - d. confirmed the societal view that women and nonwhites were inferior in terms of intelligence.
- a 18. Psychologist Leta Stetter Hollingworth argued that women’s intellectual potential would not be understood until
- a. women had the freedom to choose a life including career, motherhood, or both.
  - b. female psychologists studied maternal instinct in more objective ways than the male psychologists had done.
  - c. women gained the right to vote.
  - d. men began to participate equally in child care.
  - e. all of the above
- c 19. One of the early criticisms of sexist bias in psychology came from
- a. Wilhelm Wundt.
  - b. William James.
  - c. Leta Stetter Hollingworth.
  - d. Karen Horney.
- b 20. When behaviorism became the leading school of psychology,
- a. interest in gender-related behaviors increased sharply.
  - b. interest in gender-related behaviors declined.
  - c. interest in gender-related behaviors remained, but the research emphasis became female dominated.

- d. more women started to become psychologists.
- d 21. The main interest of behaviorist psychology was \_\_\_\_\_, and gender-related behaviors were \_\_\_\_\_.
  - a. emotion . . . . emphasized
  - b. motivation . . . . ignored
  - c. memory . . . . emphasized
  - d. learning . . . . ignored
- d 22. The era of “womanless” psychology existed when
  - a. women left research psychology to pursue the more prestigious and lucrative private practices in clinical psychology.
  - b. women were not included as participants in psychology research.
  - c. gender-related differences were not among the topics researched by psychologists.
  - d. both b and c
  - e. all of the above
- c 23. Women’s influence in psychology
  - a. was strongest early in the history of psychology, when the structuralist school dominated.
  - b. increased when psychology made the transition from functionalism to behaviorism.
  - c. increased during the 1970s, when women began to enter psychology in large numbers.
  - d. has been low throughout the history of psychology and continues today.
- a 24. Freud’s theory of personality development emphasized the importance of
  - a. early childhood sexuality.
  - b. stages of development that extend into old age.
  - c. global factors in personality rather than specific events during childhood or adulthood.
  - d. conscious factors and defense mechanisms.
- b 25. According to Freud’s theory, an important event in the development of gender differences is
  - a. appropriate reinforcement for gender-typical behaviors.
  - b. perception of the differences in anatomy between the sexes.
  - c. initiation of sexuality by the parent of the other gender.
  - d. fantasies of sexual activity involving adults.
- a 26. Freud hypothesized that boys have a more difficult course of personality development than girls, which results in
  - a. boys having a stronger sense of morality and conscience.
  - b. girls having a stronger sense of morality and conscience.
  - c. boys developing resentment toward parents.
  - d. girls developing a lasting feeling of moral superiority but without an underlying sense of morality.

- c 27. Although many elements of Freud's theory are negative concerning women, Freud
- a. spoke in complimentary terms about women.
  - b. argued that women have higher levels of mental health than men.
  - c. admitted women to training as psychoanalysts and accepted them as colleagues.
  - d. was involved in the feminist movement in 19th century Vienna.
- a 28. The feminist movement of the 1960s grew out of the
- a. civil rights movement.
  - b. worldwide movement for women's rights.
  - c. earlier women's rights movements.
  - d. political conservatism of the 1960s.
- c 29. "The world would be a better place if women were in charge" is a statement consistent with
- a. liberal feminism.
  - b. radical feminism.
  - c. cultural feminism.
  - d. stereotypical feminism.
- a 30. Many of the women who became involved in the women's movement in the 1960s and 1970s were interested in equal rights for women. This type of feminism is
- a. liberal feminism.
  - b. radical feminism.
  - c. cultural feminism.
  - d. stereotypical feminism.
- c 31. The first wave of the feminist movement
- a. was a radical movement that originated in the 1970s.
  - b. originated with the feminist protest of the 1968 Miss America pageant.
  - c. campaigned for voting rights for women.
  - d. originated during the 1920s but was most active during World War II.
- d 32. The image of feminists as "bra-burners"
- a. originated from the media coverage of the 1968 Miss American pageant, during which feminists burned bras as a protest.
  - b. originated with media publicity by Rush Limbaugh during the 1990s.
  - c. came from the first wave of feminism during the late 19th century.
  - d. was created by the media rather than by the actions of feminists.
- b 33. Those who prefer the term *gender* rather than *sex* argue that use of the term *sex differences*
- a. fails to make important biological distinctions.
  - b. carries implications of biological differences when no such underlying basis has been found.
  - c. has been inappropriately applied to fields other than psychology.

- d. has been too limited, with researchers failing to extend the research to sociology and anthropology.
- c 34. Those who continue to use the term *sex differences* rather than the term *gender differences* have argued that
  - a. these differences have a biological basis and that basis should be acknowledged.
  - b. changing the definition is pointless without changing the underlying conceptualization.
  - c. it is impossible to know what is biological and what is social.
  - d. the term *gender differences* is only a substitution of terms rather than a change of definition.
- a 35. Some researchers use the terms *sex differences* and *gender differences* interchangeably;
  - a. others use *gender* to refer to the social and *sex* to refer to the biological aspects of these differences.
  - b. others use *gender* to refer to the biological and *sex* to refer to the genetic aspects of these differences.
  - c. others fail to make these distinctions, arguing for androgyny at all levels.
  - d. these researchers have become dominant, and now almost all researchers believe that this distinction is not important.
- d 36. The terms *sex differences* and *gender differences*
  - a. may refer to biological versus social differences.
  - b. are used interchangeably by some researchers.
  - c. cannot be distinguished.
  - d. both a and b
  - e. all of the above
- c 37. The National Council of Women Psychologists
  - a. formed during World War I as an international effort to aid the war.
  - b. became Division 35 of the American Psychological Association after repeatedly petitioning for division status.
  - c. petitioned to the American Psychological Association to become a division but never succeeded.
  - d. excluded men from its membership, alienating male psychologists.
- b 38. Naomi Weisstein's 1968 paper contended that psychology had discovered nothing about women because
  - a. there were no women in the field of psychology.
  - b. male psychologists had approached the study of women with too many biases.
  - c. women had not been the subjects of study for psychology research.
  - d. men cannot understand women through research.
- c 39. In her 1968 paper, Naomi Weisstein argued that some factor had been omitted from psychology's conceptualization of women and gender. This factor was



- a. individual differences.
  - b. the biological basis of behavior.
  - c. the context in which behavior occurs.
  - d. the epistemological orientation that some psychologists have taken.
- d 40. The group of female psychologists that gained divisional status in the American Psychological Association was the
- a. National Council of Women Psychologists.
  - b. International Council of Women Psychologists.
  - c. Women's Division of the Psychologists of America.
  - d. Association of Women in Psychology.
- d 41. Division 35 of the American Psychological Association has the goal of
- a. advancing women in the field of psychology.
  - b. prompting research on issues relevant to women.
  - c. restricting research on men.
  - d. both a and b
  - e. all of the above
- d 42. The men's movement differs from the women's movement
- a. in questioning gender roles – the men's movement has not done so, and the women's movement has.
  - b. the number of people involved in each – more women have been involved in the women's movement than men involved in the men's movement.
  - c. the time course of the two movements – the women's movement began before the men's movement.
  - d. both b and c
  - e. all of the above
- c 43. One difference between the men's movement and the women's movement is that
- a. women's groups are feminist in orientation, whereas men's groups are anti-feminist.
  - b. men's groups concentrate on establishing masculinity through physical fitness.
  - c. men's groups have not yet gained the political power that women's groups have.
  - d. more men belong to men's groups than women belong to women's groups.
- d 44. One similarity between the men's movement and the women's movement is
- a. their shared political goal of equal rights for all people.
  - b. their emphasis on the individual rather than membership in any group.
  - c. their proposal that oppression can be traced to society rather than to men.
  - d. their questioning of male and female gender roles.
- a 45. The men who belong to the Society for the Psychological Study of Men and Masculinity (Division 51 of APA) tend to be
- a. profeminist.
  - b. anti-feminist

- c. radical masculinists.
  - d. cultural feminists.
- a 46. According to some men involved in the men's movement, fathers who are not involved with their sons
- a. fail to provide models of appropriate masculinity.
  - b. provide the correct amount of separation to prevent their sons from becoming overly feminine.
  - c. fail to overcome their fears of homosexuality.
  - d. are now the norm and thus cannot be considered a problem.
- a 47. Men such as Robert Bly and Sam Keen who are involved in the men's movement want
- a. to redefine masculinity.
  - b. to "throw off the shackles of female oppression."
  - c. for women to return to traditional gender roles.
  - d. to unite the diverse branches of the men's movement so that the united movement can have more political power and influence.
- c 48. Men involved in the straight edge (sXe)
- a. are also involved in punk music and drugs.
  - b. are usually young and married, often with young children.
  - c. are committed to forming a version of masculinity that does not involve violence.
  - d. all of the above
- d 49. The Promise Keepers believe that
- a. men should reappraise their status as breadwinners and heads of household to form more egalitarian relationships with wives.
  - b. men should reclaim their role as heads of their households.
  - c. men should honor their commitments to their families.
  - d. both b and c
  - e. all of the above
- c 49. The factors (such as gender or race) that form the basis for discrimination tend to be \_\_\_\_\_ to those who have that factor and \_\_\_\_\_ to those who are privileged by that factor.
- a. reversed . . . straightforward
  - b. invisible . . . visible
  - c. visible . . . invisible
  - d. irrelevant . . . relevant
- a 50. In addition to promoting the view that men and women are very different, gender researcher Sandra Bem pointed out that much research has an *androcentric bias*, which means that
- a. men are the standard against which women are compared.
  - b. researchers try to reduce gender differences to biological factors such as androgen.

- c. many topic areas of psychology are phalocentric.
  - d. original contributions become difficult because biology and sociology have also begun to do gender research.
- b 51. When women began to enter psychology in large numbers,
- a. women from a variety of racial and ethnic groups came to psychology.
  - b. the women were mostly White and middle-class.
  - c. the younger women were feminists who found it difficult to get along with the women already in the field.
  - d. diversity and inclusiveness came rapidly to psychology.
- c 52. Women of color have a long experience of discrimination,
- a. which led them to join feminist groups during the 1960s.
  - b. and younger African American and Hispanic American women are the most radical of feminists.
  - c. but they often concentrated on the struggle against racism rather than sexism.
  - d. but they did not organize or join feminist groups until the 1990s.
- b 53. Hip-hop feminism
- a. focuses on feminism as practiced on college campuses by women of color.
  - b. draws energy from hip-hop culture and leads women to an analysis of both racism and sexism in society.
  - c. helps African American women reconcile themselves to the racism and sexism in the wider culture.
  - d. attempts to ignore the multiracial nature of discrimination and highlight the primacy of ethnicity.
- a 54. When Latina women in the United States voice feminist values,
- a. they are likely to meet with the criticism that they are rejecting the values of their culture.
  - b. they find it easier to find a women's group to join than African American women do.
  - c. they are more likely to be recent immigrants and thus less acculturated than Latina women who were born in the United States.
  - d. they find it easier to join women's groups with Native American women than groups with other ethnicities.
- a 55. The goal of diversity
- a. has been more prominent within the women's movement than within the men's movement.
  - b. was important to women's groups during the 1980s but became less important during the 1990s.
  - c. has focused on social class more than ethnicity.
  - d. all of the above.

### *Essay Questions*

1. Trace the history of psychology's research on gender, beginning with the founding of psychology.
2. Compare the women's and men's movements.
3. Evaluate the statement, "Women have helped to build a more inclusive psychology."

*Look for the following points in students' answers:*

1. A. Structuralist psychologists did not investigate gender and failed to include women in their studies.  
B. Functionalist psychologists had a great interest in sex differences as part of the area of individual differences.
  1. Most psychologists were men, and most believed in the intellectual inferiority of women. Their research tended to support these beliefs.
  2. Female psychologists, such as Leta Stetter Hollingworth, tried to refute the sexist assumptions of psychology and society.C. Psychoanalysis did not arise within psychology but became associated with it.
  1. Freud's view of women was uncomplimentary.
  2. The psychoanalytic view became widely popular and influenced views about men and women.D. Behaviorist psychology, which became the dominant school of psychology in the U.S. from the 1930s until the 1960s, paid little attention to gender.  
E. The feminist movement of the 1960s prompted changes in psychology.
  1. More women became psychologists and began to change the topics researched in the field.
  2. Gender remains a popular and a controversial topic.
2. A. The women's and men's movements differ in
  1. Age, with the women's movement developing in the 1960s and the men's movement in the 1980s.
  2. The number of people involved, with a much larger number of people involved in the women's than men's movement.
  3. Philosophy, with the women's movement having a feminist orientation, whereas the men's movement groups have taken a number of different philosophical positions.B. The women's and men's movements are similar in
  1. Questioning the traditional roles that men and women have fulfilled.
  2. Providing groups in which members can discuss problems and receive support from people with similar concerns.
  3. Attempting to prompt changes in laws, such as reforming divorce laws and strengthening sexual harassment laws.
3. A. Women's presence has made psychology more inclusive.
  1. Psychology was originally dominated by men, and women were restricted in receiving training in psychology.

2. Women's increased participation in psychology as participants in research studies, as researchers, as professors, as clinicians, and as administrators has changed psychology.
- B. The women in psychology were initially more concerned with inclusion for women than for ethnicity.
  1. The inclusion of ethnic groups other than Whites has come more slowly than the inclusion of women, and the percent of African Americans, Hispanic Americans, Native Americans, and Asian Americans is still low.
  2. Division 35 of the American Psychological Association, the Society for the Psychology of Women, has the goal of building a more inclusive psychology.

## ACTIVITIES

### *Examining Gender Attitudes in Different Ethnic Groups*

If you are fortunate enough to have students from a variety of ethnic backgrounds, you can tap their memories (and possibly have them question their families) to provide information for a class discussion of views of gender in different ethnic groups. College students tend to be acculturated to middle-American culture, so perhaps your students themselves may not have a wide diversity of gender attitudes, regardless of their ethnic background. They may, however, have memories of their childhood and family life that reflect some attitudes and behaviors more typical of different ethnic groups.

Ask your students to recall and write about how they remember their families making divisions of what is "woman's work" and what is "a man's job," how men and women were treated, and the limitations on the behavior of each. Do these memories differ according to ethnic background or are the differences more strongly related to social class?

Taking the activity a step farther, ask your students from various ethnic backgrounds to question their parents about their views of gender. Do the parents' views reflect less acculturation? Do any consistent differences appear in the parents that did not among the students?

### *Views of Gender across Generations*

The behaviors that are allowed and even expected for men and women have changed rapidly, providing the basis for your students to examine the generational differences in views of gender. Ask your students to interview people of various ages – from preadolescents to the elderly – to compile an assortment of opinions concerning gender from a variety of ages. The questions to ask can be chosen by your students, but everyone should ask similar questions so as to have comparable information from everyone interviewed. Have your students present their information and attempt to determine if their information reveals any consistent age-related differences.

### *What Does It Mean to Be a Feminist?*

Assign your students the task of interviewing both men and women to determine how people see feminists. What makes a person a feminist? Can only women be

feminists? What do people believe to be the goals of the feminist movement? How do these views fit with the descriptions of the various versions of feminism described in the text?

### *Who Are Those Guys?*

Assign your students the task of interviewing both men and women concerning their opinion of the men's movement. Have people heard of the men's movement? What do they think of men's groups? What kind of man belongs to a men's group? What do people believe to be the goals of the men's movement?

### *Looking Behind the Headlines*

Students need to understand how people can be well informed yet misinformed about gender issues, and reliance on popular reports for information is one means of gaining information that can misinform.

"Gender in the Headlines" is a repeated theme in the text because findings about gender differences are such common news items. Their prominence reveals a continuing interest in gender—especially in gender differences. However, the headlines do not always capture the complexity of the research; reporters look for a good story, and ambiguous or contradictory information does not make for a good story. Therefore, the tendency among popular reports of research findings is to simplify and distort research, making the headlines about gender misleading or inaccurate, at least some of the time.

Guide your students to look for stories about gender in newspapers, magazines, or on television. Such reports appear at least weekly, so during the semester, each student should be able to find at least one example of the reporting about gender. The best example of a story about gender would be a news or magazine report of a research finding, because the original report would be available for comparison. Such contrasts can be very revealing. A typical contrast would reveal the popular report as simple and straightforward and the scholarly report as complex and tentative. As Carol Jacklin (1989, p. 132) said "Nonstereotypic findings and complex findings do not seem to make good copy. . . ."

However, distortions do not always occur. Do not concentrate on how the media misrepresents gender research. Instead, look for how the media report gender research, striving for the entire range of responsible to sensationalistic reporting. The impact of all types of reporting is significant because most people get their information about science from the popular press. With nothing else to go on except media reports of research findings, people cannot differentiate the responsible from the sensationalistic, so all are equally credible.

You might want to set aside a few minutes of class time each week for a presentation of a headline and the accompanying story plus the original research report and an interpretation of it.

### *Reference*

Jacklin, Carol Nagy. (1989). Female and male: Issues of gender. *American Psychologist*, 44, 127-133.

### On the Web

Both women's and men's groups have webpages that contain information about the philosophy of their various organizations. Have your students find information from a variety of these organizations and present all of them in a group format and use this information as the basis for a group discussion.

The American Psychological Association's webpage makes a good starting place. Examine the homepages for both Divisions 35 ([www.apa.org/divisions/div35/](http://www.apa.org/divisions/div35/)) and 51 ([www.apa.org/divisions/div51/](http://www.apa.org/divisions/div51/)) to understand the mission of these divisions, their current activities, and how to join as well as links to other sites.

Many other organizations have homepages filled with information. The National Organization for Women maintains an extensive website ([www.now.org](http://www.now.org)), and the National Organization of Men against Sexism ([www.nomas.org](http://www.nomas.org)) also has a good website.

The National Women's History Project maintains a website that includes a detailed timeline of events in the women's movement at [www.legacy98.org/timeline.html](http://www.legacy98.org/timeline.html).

For the brave, viewing the antifeminist webpages can be an interesting experience. (I suggest looking at these webpages to my students, just to see what's out there and to show them these extreme views.) A Google search will yield many, but two of my favorites are the Fathers' Manifesto, which is accessible by a Google search for fathers' manifesto (I have had trouble accessing the site by entering the webaddress directly [<http://www.fathersmanifesto.net/default.htm>]) and Angry Harry ([www.angryharry.com/](http://www.angryharry.com/)). Both contain articles and opinions that are at the extreme of the antifeminist movement and express a variety of other prejudices as well.

### Videos

*Is Feminism Dead?* (1999) asked this provocative question over a decade ago, when second wave feminism appeared to have achieved many of its goals. By consulting a variety of experts, this video examines the women's movement as it have evolved in the late 1990s. (1999, 29 minutes) Available from Films for the Humanities & Sciences, PO Box 2053, Princeton, New Jersey 08543-2053, (800) 257-5126; online at [www.films.com](http://www.films.com).

*Women's Rights* (2010) takes a global perspective to contrast women's right in the United States with other countries. The program is part of a series on global issues and examines education, domestic violence, and business opportunities. (26 min.) Available from Films for the Humanities & Sciences, PO Box 2053, Princeton, New Jersey 08543-2053, (800) 257-5126; online at [www.films.com](http://www.films.com).

*Voices of Power: African-American Women* is a video about African American women and their efforts to gain status and a respected place in society. (1999, 29 minutes) Available from Films for the Humanities & Sciences, PO Box 2053, Princeton, New Jersey 08543-2053, (800) 257-5126; online at [www.films.com](http://www.films.com).

*Venus and Mars: Gender* (2005) explores issues such as gender stratification, gender segregation in the workplace, the impact of Title VII, and the women's movement. (30 minutes) Available from Insight Media, 2162 Broadway, New York, NY 10024-6621; telephone (800) 233-9910, Fax (212) 799-5309; online at [www.insight-media.com](http://www.insight-media.com).

*Michael Kimmel: On Gender – Mars, Venus, or Planet Earth? Men and Women in a New Millennium* (2008) presents prominent gender researcher Michael Kimmel's view on gender, which emphasizes similarities over differences. (54 minutes) Available from Insight Media, 2162 Broadway, New York, NY 10024-6621; telephone (800) 233-9910, Fax (212) 799-5309; online at [www.insight-media.com](http://www.insight-media.com).

*The Sexes* (1999) includes a variety of authorities who present a historical and cross-cultural view of women, men, and societies. (53 minutes) Available from Films for the Humanities & Sciences, PO Box 2053, Princeton, New Jersey 08543-2053, (800) 257-5126; online at [www.films.com](http://www.films.com).

*Gender Issues in the USA* (2001) explores this topic by using student commentary concerning inequalities for women, but this program also include an examination of masculinity, focusing on Robert Bly's book *Iron John*. (60 minutes) Available from Insight Media, 2162 Broadway, New York, NY 10024-6621; telephone (800) 233-9910, Fax (212) 799-5309; online at [www.insight-media.com](http://www.insight-media.com).